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**ASSESSMENT GUIDELINES**  
**Blind and Partially Sighted**

**Language Skills**

**B. Sequenced Inventory of Communication Development**

- 1. Purpose:** An inventory that assesses communication skills utilizing both interviewing of the parent and indirect observation for children four months to four years of age.
- 2. Description:** Inventory contains both a Receptive and Expressive scale. The behaviors examined under Receptive Scale include: motor responses that indicate responses to sounds or speech, and parental reporting of child's responses to sounds and speech in the home. Expressive Scale includes: motor responses, vocal responses and verbal responses. As in the Receptive Scale, observable responses in the testing situation are supplemented by parental reports of behavior in the home environment.
- 3. Administration:** Requires two persons to administer test. One person functions as an examiner while the other person acts as a recorder.
- 4. Technical Data:** Test-retest reliability shows a mean correlation across age of .92. Validity is measured by comparing the SICD with other established instruments. Correlations between the Peabody Picture Vocabulary Test and the SICD range from .75 to .80.
- 5. Additional Comments:** Although test is not designed for blind subjects exclusively, can be used with some modification. Test is only appropriate for a younger age group.
- 6. Publisher:** University of Washington Press  
Seattle, WA 98105



**ASSESSMENT GUIDELINES**  
**Blind and Partially Sighted**

**III. MOTOR SKILL DEVELOPMENT**

**A. Deaf-Blind Program and Ability Screening Test**

- 1. Purpose:**      Designed to determine the individual functioning of handicapped persons in several areas, including: Gross and Fine Motor Skills. Other pertinent data have been presented previously.

**B. Developmental Checklist**

- 1. Purpose:**      Designed to assess the visually handicapped in 8 basic areas including: Gross and Fine Motor Skills. Other pertinent data have been presented previously.

**C. Psychoeducational Inventory of Basic Skills and Personal Development**

- 1. Purpose:**      A checklist designed to estimate a child's developmental in 7 basic areas including: Gross Motor and Visual-Motor Integration. Other pertinent data have been presented previously.



**ASSESSMENT GUIDELINES**  
**Blind and Partially Sighted**

**IV. SELF-HELP**

**A. Maxfield-Bucholz Scale of Social Maturity for Use With Preschool  
Blind Children**

- 1. Purpose:** To assess social competence of young blind children in 7 basic areas. Includes: Self-Help General; Self-Help Dressing and Self-Help Eating.
- 2. Description:** Scale covers age range of birth to 6 years. Consists of 95 items each placed within the year level of expected performance.
- 3. Administration:** Scale is administered by an interview with an informant having intimate knowledge of the child. Evidence also gained from direct observation of the child. Each item scored in same way as Vineland Scale; i.e., +, -, and ± (plus-minus).
- 4. Technical Data:** The scale was normed on 484 children who were considered legally blind. No measures of reliability have been established as yet. Validity was established by the percent passing technique with most items following within the 80% range for children of the CA group.
- 5. Additional Comments:** Some problems with respect to internal consistency. There are different numbers of items in the various categories and the categories are unevenly represented throughout the scale.
- 6. Publisher:** American Foundation for the Blind, Inc.  
15 West 16th Street  
New York, NY 10011



ASSESSMENT GUIDELINES  
Blind and Partially Sighted

Self-Help

B. Callier-Azura Scale

1. Purpose: A developmental scale designed for use with deaf-blind and multiply handicapped children. Scale is appropriate for ages birth through 9 years. Other pertinent data have been presented previously.

C. Deaf-Blind Program and Ability Screening Test

1. Purpose: Assesses functioning in 7 developmental areas, including: Self-Help Skills. Other pertinent data have been presented previously.

D. Psychoeducational Inventory of Personal Development

1. Purpose: A checklist designed to estimate child's development in 7 areas of functioning, including: Self-Care. Other pertinent data have been presented previously.



**ASSESSMENT GUIDELINES**  
**Blind and Partially Sighted**

**Self-Help**

**E. A Manual For The Assessment Of A Deaf-Blind Multiple Handicapped Child**

- 1. Purpose:** A comprehensive checklist designed to assess various levels of development for deaf-blind children. Suitable for early childhood age level.
- 2. Description:** Instrument comprised of 6 developmental scales: personal self-help skills, social development, gross and fine motor development, communication, and cognition. Scales include comprehensive forms for background information, physical condition and developmental scales.
- 3. Administration:** Individually administered. Takes approximately 15-30 minutes.
- 4. Technical Data:** Instrument standardized on 350 blind-deaf children. No reliability and validity reported.
- 5. Additional Comments:** Scales can serve as a guide for training parents and para-professional aides.
- 6. Publisher:** Midwest Regional Resource Center for Service to Deaf-Blind Children  
PO Box 240  
Lansing, MI 48902



**ASSESSMENT GUIDELINES**  
**Blind and Partially Sighted**

**V. SOCIAL AFFECTIVE BEHAVIOR**

**A. Deaf-Blind Program and Ability Screening Test**

1. Purpose: Assess functioning in 7 developmental areas, including: Socialization. Other pertinent data have been described previously.

**B. Maxfield-Bucholz Scale of Social Maturity for Use With Preschool Blind Children.**

1. Purpose: To assess young blind child in 7 basic areas, including: Socialization. Other pertinent data have been described previously.

**C. Developmental Checklist**

1. Purpose: To assess blind child (ages 1-8) in 8 areas of child development, including: Socialization. Other pertinent data have been presented previously.



**THE FUNCTIONAL VISION EVALUATION RECORDING FORM**

**DESCRIPTION/COMMENTS**  
(e.g. independent, dependent, unmotivated  
excited, type of movement, etc.)

C

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C

## INVESTIGATION OF INDIVIDUAL EVALUATION ITEMS

In order to probe further into the individual evaluation items, use the following form. Information such as the best time of day, which type of light or object to use, illumination and the most appropriate position will aid in programming visual stimulation for the child.



**THE FUNCTIONAL VISION EVALUATION RECORDING FORM**

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In order to probe further into the individual evaluation items, use the following form. Information such as the best time of day, which type of light or object to use, illumination and the most appropriate position will aid in programming visual stimulation for the child.



*Virginia Commission for the Visually Handicapped*

RICHMOND, VIRGINIA

MS. ELLEN J. BERNSTEIN  
INFANT-PRESCHOOL SPECIALIST

Description (Note: Reaction OD, OS, OU.  
Size of light/obj. Illumination)

Date (mo./yr.)	Test	Purpose/Implications	Procedure	Description (Note: Reaction OD, OS, OU. Size of light/obj. Illumination)
	Muscle Balance II (Continued)	*If young child resists having one eye covered and does not object to other eye being covered, s/he probably has amblyopic eye.	*Check by occluding opposite eye (this time focusing eye should not move-if it <u>is</u> preferred eye.)	
	Blink Reflex	*Note: Not present in blind or severely visually impaired... child must have enough vision present to realize object is coming toward him/her.  *May indicate vision in child who does not easily demonstrate useful vision.	*With fingers open, bring hand toward child's face. (Keeping fingers open helps avoid response to wind).  *Child will blink if s/he "sees" something coming at his/her face.	
	Aberrant Visual Behaviors	*May be only indication of visual behavior.	*Observe child for light gazing, finger flicking, etc.	
	Central Field Loss	*To determine if present. *If present, there <u>is</u> decreased acuity!  *Nystagmus in a child correlates highly with central scotoma.	*Observe child...eccentric viewing? (If reading or focusing, does child turn head slightly to side?) *If so, s/he may be turning to avoid central loss. *Direct penlight in one eye at a time. *Have child look at light. *Observe corneal reflex...if off center, there may be central loss.	

## PART I

Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

MS. ELLEN J. BERNSTEIN  
INFANT-PRESCHOOL SPECIALIST

To determine basic level and best field of visual functioning.  
This may be helpful to child's M.D./O.D.

Date \_\_\_\_\_

(mo./yr.)

Test

Purpose/Implications

Procedure

Description (Note: Reaction OD, OS, OU)  
Size of light/obj. Illumination)

Evaluator \_\_\_\_\_

Muscle Balance	Pupillary Response	*If there is a pupillary response, there is <u>some</u> visual functioning. *NOTE: Not necessary to test child who functions visually. If child who is not showing any other response to vision has a pupillary response, there is a basis for beginning vision stimulation.	*Room should be moderate to dim light. *Direct penlight at about 12" (30cm) into child's eye. *Observe pupils. *Dilate/constrict/fixed hippocus? *If no response, move child to dark room. *Repeat test.
Muscle Balance II	<ul style="list-style-type: none"> <li>*To determine which eye is being used.</li> <li>*If off balance, one eye is being suppressed and one eye is being used.</li> <li>*Child often can use each eye separately with 20/20 acuity but does not have binocular vision.</li> </ul>	<ul style="list-style-type: none"> <li>*Direct penlight at 1-2' from eyes while occluding one eye.</li> <li>*Quickly uncover eye. If eye that was focusing (not occluded) moves, then occluded eye is preferred eye.</li> </ul>	

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Date (mo./yr.)	Test	Purpose/Implications	Procedure	Description (Note: Reaction OD, OS, OU. Size of light/obj. Illumination)
	Peripheral Field Loss	*To determine if present. *If present, to determine best field of vision.	<ul style="list-style-type: none"> <li>*Have one person in front of child keeping child's attention focused straight ahead.</li> <li>*Another person sits behind child and brings penlight into right, then left field.</li> <li>*Person in front of child notes at what point child sees light in each field.</li> <li>*Repeat bringing light from above and below.</li> <li>*Note: If child has motor involvement, move light slowly as his/her reaction time will be slower!</li> <li>*Note: Patching eye and checking one side at a time will give more accurate field.</li> </ul>	<ul style="list-style-type: none"> <li>*Using two penlights, sit in front of child.</li> <li>*Hold one in central area and other in another field (i.e. upper left).</li> <li>*Turn on central light. When child focuses, turn off and turn on other light.</li> <li>*Note whether child sees light in periphery.</li> <li>*Bring focus back to center and repeat in different field.</li> <li>*Note: Patch one eye, then the other for accurate</li> </ul>

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INFANT-PRESCHOOL SPECIALIST

## FUNCTIONAL VISION EVALUATION

for

INFANTS AND MULTIHANDICAPPED

PART II

Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

To determine to what extent child is using his/her vision

Date (mo./yr.)	Test	Procedure	Description (Note: size of light/object, distance, illumination)	Evaluator
	Tracking (Smooth or JerkY.)	<p>* Hold object (i.e., penlight, finger puppets, small brightly colored toys) at a distance within child's range of vision. When child focuses, move object in horizontal, vertical, circular, and oblique directions. (<i>devel. seqn.</i>)</p> <p>* NOTE: Child with motor impairment may need more time to respond.</p> <p>Child with motor impairment may track in Jerky manner. (<i>N.B. Blinks at midline.</i>)</p>		
	Reaching	<p>* Place objects around child at different distances and at different levels.</p> <p>* Note where and how child reaches for objects: direct, overreaching, underreaching.</p> <p>* NOTE: If child does not have accurate reaching is this due to vision or motor impairment.</p>		
	Shifts Attention	<p>* Hold 2 objects (finger puppets ideal) 1 to 1½' apart. Keep one object stationary and move or shake the other. When child focuses, stop and shake other toy. Switch and Repeat.</p> <p>* Observe child's ability to shift gaze from one object to another.</p>		
	Scanning Ability	<p>* Place three objects in a row in child's best field of vision.</p> <p>* Observe child's ability to visually shift attention from one object to another in a row.</p> <p>* NOTE: Is child not attending because s/he is not interested in toy.</p>		

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INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION - PART II - continued

Date (mo./yr.)	Test	Procedure	Description (Note: size of light/object, distance, illumination)
	Approach	*Using stacking cones, cylinders, puzzles, pegboards, pounding benches, beads to string, etc., observe how child approaches and accomplishes task. *Does child visually explore item and directly insert string in bead and peg in pegboard? Or does child locate hole tactually? Is there overreaching or underreaching?	

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INFANT-PRESCHOOL SPECIALIST

## FUNCTIONAL VISION EVALUATION

for

INFANTS AND MULTIHANDICAPPED

Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

## PART III

These items require higher cognitive functioning.  
 Be aware you may be testing level of cognition  
 rather than level of visual functioning.

Date (mo./yr.)	Test	Procedure	Description (Note: size of light/object, distance, illumination)	Evaluator
	Matching	<ul style="list-style-type: none"> <li>*Set up tasks involving matching of large objects, small objects, shapes, pictures.</li> <li>*Observe which colors or shapes child matches best.</li> </ul> <p>*NOTE: Try to determine whether child's attention is directed to color or configuration.</p>		
	Causality/ Imitation	<ul style="list-style-type: none"> <li>*Scribble large circles on paper with wide felt tip pen.</li> <li>*Observe child's reaction. Note any attempts to imitate.</li> </ul> <p>*NOTE: Black on white may not be best contrast for child. Try yellow on black.</p>		
	Object Permanence <i>Look for</i> <i>Visual</i> <i>tactual</i> <i>Search</i>	<ul style="list-style-type: none"> <li>*Cover a favorite toy and observe child to see if s/he looks for it.</li> <li>*Or give child small toy to explore then help child place in can and shake. Take can from child and quickly remove toy. When you give can back, observe to see if child looks for toy</li> </ul>		
	Object Concept	<ul style="list-style-type: none"> <li>*Use any pictures with good clear contrast. (Simple picture book or peabody language cards)</li> <li>*Observe child to see if s/he shows any recognition (i.e., <u>Identifying</u> picture, matching picture with object).</li> </ul> <p>*NOTE: Be certain to note size of picture and distance from which child observes.</p>		

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INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION - PART III - continued

Date (mo./yr.)	Test	Procedure	Description (Note: size of light/object, distance, illumination)
	Means-Ends	<p>*Give child continuous action toy. Push toy out of sight. Replace toy in front of child and observe to see if child <u>attempts to reactivate</u>.</p> <p>*NOTE: Nerf toys do not make noise.</p> <p>*NOTE: If child looks for toy after it has gone out of sight, give credit for object permanence.</p>	

Adaption of "Functional Vision Screening for  
Severely Handicapped Children"

By Beth Langley and Rebecca Dubosa



INFORMAL ASSESSMENT OF LISTENING ABILITIES  
(adapted from Jack Littl.)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Age: \_\_\_\_\_

I. Auditory Discrimination (cont'd.)

		YES	NO
1.	Can distinguish sounds		
1.1	High ~ Low		
1.2	Loud ~ Soft		
1.3	Yell ~ Whisper		
2.	Can identify common sounds		
2.1	airplane		
2.2	car		
2.3	various animals		
2.4	household appliances, etc.		
3.	Can select two different sounds		
3.1	a bell and a drum		
3.2	a rattle and scissors		
4.	Can identify rhyming words		
4.1	fat -- boy run sat		
4.2	mouse -- take home tail etc.		
4.3	What rhymes with _____, _____, _____, _____, _____, etc.		
5.	Can identify same and different word pairs. Child listens to pairs of words and says if they are different or the same.		
5.1	book book		
5.2	gun gun		
5.3	book look		
5.4	bug bud		
6.	Can follow simple instructions		
6.1	Pick up your pencil		
6.2	Sit down		
6.3	Show me a picture		
6.4	Fold your hands, etc.		
7.	Can follow simple instructions		
7.1	Stand in front of the chair		
7.2	Stand in back of the chair		
7.3	Stand beside the chair		
7.4	Stand on top of the chair		

II. Auditory Association

1.	Can identify words that begin with same beginning sound as stimulus word		
1.1	mother - hot, moon, meat, milk		
1.2	Pictures can be used in which child marks the boxes that begin with one same sound.		

5

C

C

C

II. Auditory Association (Cont'd)YES  NO 

2. Can identify words that go together  
 2.1 ball, cow, bat  
 2.2 bread, butter, candy  
 2.3 salt, pepper, cheese  
 2.4 shoes, hat, socks  
 2.5 pencil, light, paper
3. Can identify letter sound heard at the end of a word.  
 Pictures can be used.
4. Can identify beginning sound heard at beginning of a word. Use pictures.
5. Can identify pictures which go with sentence read to them.
6. Can answer simple questions after listening to a short story.
7. Can interpret feelings from oral story.
8. Can look at an object and describe it in detail.
9. Given a riddle, can name object described.
10. Likes to act out stories.

III. Automatic Level

1. Can blend sounds into syllables and words

1.1 Ask child to blend words given  
 \_\_\_\_\_ pictorially or \_\_\_\_\_ orally

bird	house
tooth	brush
mail	man
up	stairs

_____	_____
_____	_____
_____	_____
_____	_____

1.2 Ask child to blend specific sounds to a given list of phonemes

<u>P</u> _at	<u>M</u> _at	<u>C</u> _at
_in	_en	_up
_it	_it	_ar
_an	_en	_en

_____	_____
_____	_____
_____	_____
_____	_____

2. Can give beginning consonant blends missing from a word with a picture clue

_____	_____
-------	-------



## IV. Memory-Sequence (Long-Term)

YES 12

## 1. Long-term

- 1.1 Can say alphabet  
 1.2 Can count from one to twenty  
 1.3 Can say days of the week  
 1.4 Can say months of the year  
 1.5 Can recite a nursery rhyme

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## 2. Short-term

- 2.1 Can repeat phrases when given orally by a teacher

"clink-clink"  
 "arf-arf"  
 "moo-moo"  
 "choo-choo"

_____	_____
_____	_____
_____	_____
_____	_____

- 2.2 Can repeat letters in order after given them out of order

b, c, e -- i, d, f -- j  
 c, p, n -- y, m, x -- u, t, s

_____	_____
_____	_____

- 2.3 Can follow instructions by demonstrating correct movements

Touch your nose and clap your hands.  
 Put your hand on your head, your other hand on your knees, and cross your legs.

_____	_____
_____	_____

- 2.4 Can repeat sentences giving beginning with two or three words and gradually adding more. (Keep ideas related)

I see.  
 I see a dog.  
 I see a black dog and a cat.  
 I see a black dog and a white cat.  
 I see a black dog and a white cat fighting.  
 I see a black dog and a white cat fighting in the street.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Student \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Vision \_\_\_\_\_

Age \_\_\_\_\_

ASSESSMENT OF SPATIAL READING AND EXECUTIVE SKILLS

Rose-Marie Swallow

Date Completed \_\_\_\_\_

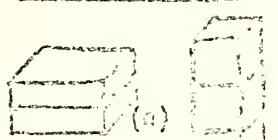
## 1. Grasping behaviors developed

 palmer grasp (a) screw-top lids dagger grasp (b) key lock shovel grasp (c) click lock scissor grasp (d) soda pop tops pincer grasp (e) Using tools effectively

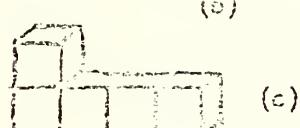
## Using fasteners &amp; locks

 scoop buttons hammer snaps pliers zippers screwdriver door knobs nuts and bolts

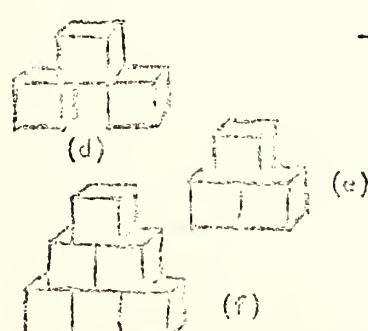
## 2. Building with blocks for seriation

 makes piles with blocks

## vertical stacking - towers with

 flat blocks (a) one inch cubes (b) number towered rectangular blocks

## block designs from models

 Train (c) imitates pushing  
 aligns two cubes  
 adds chimney bridge (d) imitates bridge  
 bridge from model  
 two steps or  
 three steps in how  
many seconds? steps (e & f)

5

6

7

8

- independently follows block design cards
- graduated toys
- pyramid rings
- nesting blocks
- barrels with screw-tops
- seriation activities
  - orders sticks of varying lengths
  - size sequencing using pictures
  - completes multiple seriation tasks

### 3. Form-words and puzzles

- Gesell 
- Seguin, \_\_\_\_ seconds to complete
- inserts single, whole forms, i.e., animal
- completes simple wooden puzzles
- follows parquetry designs
- completes picture puzzles

### 4. Marking with \_\_\_\_ crayon, \_\_\_\_ pencil or \_\_\_\_ flow pen

- scribble
  - random scribbling 
  - push-pull 
  - circling 
  - named scribbling 
  - emergence of schema 
- stencil or \_\_\_\_ trace design
- perceptual-motor closure 
- dot-to dot 
- imitates teacher

1

2

3

copy from model

vertical stroke |

horizontal stroke —

cross +

diagonal, \ /

zig-zag ~~~~

curvilinear

circular O

wavy ~~~~

makes designs from memory

#### 5. Pegboard pattern cards

vertical and horizontal lines

closed forms made of vertical and horizontal

two closed forms, nonintersecting

diagonal line segments

two or more closed forms separated by space

intersecting closed forms

closed forms, set in from edge of board

patterns shown by dots and lines

patterns shown by lines only

picture designs, e.g., boat, flower, or apple

#### 6. Stringing beads from design cards

one size, one shape, two colors or textures

two sizes, one shape, one color or texture

two sizes, one shape, two colors or textures

one size, two shapes, two colors or textures

one size, two shapes, three colors or textures

1

2

3

Date Completed

Stringing beads from design cards (Continued)

- two sizes, one shape, three colors or textures
- two sizes, two shapes, two colors or textures
- two sizes, two shapes, three colors or textures
- two sizes, three shapes, three colors or textures
- can sequence beads following pattern cards
- can classify by  two colors
  - two sizes
  - two shapes or textures

7. Coloring

- hold and use crayon with ease
- fill in a closed form
  - with overflow
  - without overflow
- color a printed shape
  - starts at center
  - starts at edge
- stay within two parallel lines
- color a printed picture
- draw a picture
  - two-dimensional
  - coordination of perspectives

8

9

10

11

Date Completed \_\_\_\_\_

-5-

8. Cutting with scissors

• \_\_\_\_\_ cutting skills

\_\_\_\_\_ frings edge of paper, Single snip

\_\_\_\_\_ cut on straight lines, \_\_\_\_\_ w/o points

\_\_\_\_\_ cut out spirals

\_\_\_\_\_ cut on wavy lines

\_\_\_\_\_ cutting forms

\_\_\_\_\_ rectangular

\_\_\_\_\_ triangular

\_\_\_\_\_ circular

\_\_\_\_\_ design cutouts

9. Pasting and folding

\_\_\_\_\_ randomly applies glue

\_\_\_\_\_ applies glue with forethought

\_\_\_\_\_ randomly places shape onto paper

\_\_\_\_\_ glues patterns using cut shapes

\_\_\_\_\_ makes pictures with shapes

\_\_\_\_\_ folds paper in half

\_\_\_\_\_ folds paper in thirds

10. Lacing

\_\_\_\_\_ overhand stitch

\_\_\_\_\_ over and under stitch through punched holes

\_\_\_\_\_ completes designs on lacing cards

\_\_\_\_\_ works with lacing shoe

\_\_\_\_\_ laces own shoes independently

4

6

8

Date Completed

11. Tying

- ties knot
- ties overhand bow
- ties own shoe strings
- wraps and ties packages with string

12. Pouring:  rice,  sand,  liquid

- from container to container
- from faucet to cup
- from pitcher to glass
- to a marked line
- measures and combines ingredients, e.g., punch
- conservation of liquids



## GROSS MOTOR ASSESSMENT

Child can do the following:

## Body and Spatial Awareness

- identify by showing the following facial parts:  
mouth, nose, eyes, hair, ears, cheek, chin, eyebrows, lips, eyelashes
- identify body parts: head, hands, stomach, back, arm, legs, toes, thumb, fingers, thigh, shoulders, ankles, knees, elbow, wrist
- identify body planes: front, back, sides (right, left)
- move forward, backwards, sideways, up, down
- describe another's spatial perspective (e.g. another's back, right and left) with ease.
- go over, under and between a series of obstacles without making contact with obstacles.

## Balance (Static and Dynamic)

- maintain balance on knees and hands
- stand in heel-toe position for 5 seconds
- stand on dominant leg for 5 seconds (eyes opened, eyes closed)
- walk a line for 6 feet
- walk a balance beam

## Axial Movements

- |                                  |   |
|----------------------------------|---|
| <input type="checkbox"/> stretch | <input type="checkbox"/> push                                     |
| <input type="checkbox"/> bend    | <input type="checkbox"/> pull                                     |
| <input type="checkbox"/> twist   | <input type="checkbox"/> lift and lower heavy objects, i.e. chair |
| <input type="checkbox"/> hang    | <input type="checkbox"/> turn                                     |

## Locomotor Movements

- |  |   |
|--|---|
| <input type="checkbox"/> walk between 2 parallel lines                             | <input type="checkbox"/> run                      |
| <input type="checkbox"/> walk up stairs alternating foot (3-4 yrs) (unassisted)    | <input type="checkbox"/> slide                    |
| <input type="checkbox"/> walk down stairs alternating foot (4-5 yrs.) (unassisted) | <input type="checkbox"/> gallop                   |
| <input type="checkbox"/> walk tip toe for 6 feet                                   | <input type="checkbox"/> hop                      |
| <input type="checkbox"/> jump from standing position                               | <input type="checkbox"/> leap                     |
| <input type="checkbox"/> start and stop with body control                          | <input type="checkbox"/> skip                     |
| <input type="checkbox"/> pivot and change directions with body control             | <input type="checkbox"/> follow rhythmic patterns |

## Manipulative Skills (Has child established dominance?)

## Yes or No

## Eye-hand

- roll a ball by pushing it.
- throw a ball overhand; one hand, 2 hands
- throw a ball underhand; one hand, 2 hands
- catch a ball thrown by other
- catch a ball thrown by self
- bounce a ball 3 consecutive times

## Yes or No

## Foot-eye

- kick a stationary object
- kick a moving object
- push an object from one point to another

## Playground Skills

- use appropriately the following playground equipment:  
climbing bars, horizontal ladder, slide, swings.
- run sequential bases in diamond games - e.g. sockball, softball
- jump rope: underhand, overhand, turned by self, turned by others
- play circle games (e.g. dodgeball)
- throw ball in basket

## FINE MOTOR ASSESSMENT

Child can do the following:

- |   |  |
|---|--|
| <input type="checkbox"/> cut with sc. nrs               | <input type="checkbox"/> stay within lines when coloring |
| <input type="checkbox"/> trace lines                    | <input type="checkbox"/> string beads                    |
| <input type="checkbox"/> copy geometric shapes          | <input type="checkbox"/> put on sweater or jacket        |
| <input type="checkbox"/> form letters                   | <input type="checkbox"/> button on sweater or jacket     |
| <input type="checkbox"/> use lines correctly in writing | <input type="checkbox"/> tie shoe laces                  |

3

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KINDERGARTEN VISUAL ASSESSMENT

NAME \_\_\_\_\_ STUDENT NO. \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_

DATE \_\_\_\_\_ D.O.B. \_\_\_\_\_

OBSERVATIONS: THIS observation should be done prior to introductions to the child or working with him.

- 1) Does the child move purposefully about the room?
- 2) Is the child alert to the new person (you ) in the classroom?
- 3) If the teacher calls the child from across the room can she come to the teacher avoiding hazards?
- 4) Does the child watch classmates and imitate actions?
- 5) Does the child participate in group activities or play alone?
- 6) Does the child independently move closer to better see things or must he be reminded to?
- 7) Does the child rub eyes, remove glasses, squint, etc.? Describe these actions.

Materials are numbered by level of difficulty. Sections are ordered developmentally  
Materials and sections of checklist are to be utilized at the teacher's discretion.

<u>SECTION I      COLORS</u>	CAN	CANNOT	INAPPROPRIATE
Child can:			
Match primary color pairs			
Name primary colors (red-yellow-blue)			
Name secondary colors (purple-green-orange)			
Name blends (brown-black-pink)			



SECTION II SHAPE AND COLOR DISCRIMINATION

CHILD CAN

A. Sort by shape

Name circle

Name triangle

Name star

B. Ability to string beads (visual-motor)

Ability to copy pattern of second string

(as in teacher's pattern)

C. Ability to discriminate pictured shapes

CAN

CANNOT

INAPPROPRIATE

SECTION III DISTANT VISION

CHILD CAN

A. Recognize large objects across the room

Ex. can point out the teacher, his or her  
desk, etc. from 20' away

B. Recognize small objects

Ex. can point out pencil sharpener, expression on  
teacher's face etc from 20' away

C. Read names on the board and other boardwork

recognition when appropriate.

SECTION IV PICTURES

CHILD CAN

A. Make spontaneous remarks about pictures

B. Identify specific objects and colors

C. Identify pictures by size



CHECKLIST FOR VISUAL PROBLEMS

STUDENT \_\_\_\_\_

TEACHER \_\_\_\_\_

SCHOOL \_\_\_\_\_

GRADE \_\_\_\_\_

DATE \_\_\_\_\_

Please read carefully and check those behaviors which student frequently exhibits. Give specific examples of the checked behaviors. If needed attach an additional sheet.

Check \_\_\_\_\_

Examples

1. When reading, consistently confuses words that are similar in some way.
2. Asks to move closer to chalkboard, movie screen, or other activity.
3. Writing is consistently sloppy and difficult to read.
4. Has difficulty remembering, identifying and reproducing basic geometric shapes.
5. Appears irritable, nervous, restless, or excessively tired, during or after participation in visual activity.
6. While reading, mouths words or says words aloud.
7. While looking at something, thrusts or bends head forward.
8. While reading, repeats and/or skips words.
9. Rubs eyes excessively.
10. Expresses dislike for tasks involving use of vision.
11. Favors one eye by shutting or covering the other.
12. Displays poor eye-hand coordination and/or awkwardness.
13. Becomes confused, disoriented, or easily frustrated.
14. Is messy and unorganized.
15. Has difficulty with sequential concepts.
16. Holds reading materials close to eyes or bends over to see them.
17. Makes persistent reversal errors after 2nd grade.
18. Tilts head frequently.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_

19. Has difficulty remembering what (s) he read.
20. Avoids close work.
21. Displays body rigidity or tenseness while looking at distant or near objects, or while performing in class.
22. Holds pencil in an unusual or fisted manner.
23. Difficulty identifying stationary and/or moving objects from a distance.
24. Tends to squint, scowl, frown, widen the eye-lids, or cover one eye.
25. Stumbles over or into objects.
26. Has unusually short attention span or appears to daydream frequently.
27. Demonstrates poor sitting posture and position.
28. Has difficulty finding way around building.
29. Tends to over-react to physical change in the classroom and has a problem adjusting to it.
30. While reading, tends to lose place and/or uses finger or marker to keep place.
31. Is achieving at a level that does not commensurate with student's ability.
32. Has difficulty in reading or in other areas requiring close work.
33. Appears withdrawn and/or is having difficulty getting along with other children.
34. Blinks excessively.
35. Breaks pencil frequently.
36. Does little or no voluntary reading at home or in class.
37. Frequently rotates paper while writing.
38. Are eyes red, irritated?
39. Does eye look "misty" or clouded?
40. Do eyes tear often?

19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
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37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_

41. Does one eye or both turn in, up or out?
42. Does child seem to use both eyes together?
43. When child looks at something moving is eye movement separate from head movement?
44. Does child complain of seeing double?
45. Does the child omit "small" words when reading?
46. Does child pre-read or skip lines unknowingly?
47. Does child orient drawings poorly on page?
48. Does child stare at lights (light gaze)?
49. Does child move objects between light source and eyes to produce light flashes (light flick)?
50. In what position does a child seem most comfortable to read? Is position unusual?
51. How does the child interact with the environment-tactually, olfactorily, etc.?
52. Does child seem to look or bring things in front of eyes?
53. Does child look at people near their faces?
54. Can child see movement across the room?
55. Does child respond to color?
56. How does child's vision respond to various lighting conditions?
57. Is there a peripheral loss?
58. Is there a central loss?
59. Is there defective color vision?
60. Is there defective night vision?
61. Nearsighted?
62. Farsighted?
63. How does a child see best-bright light dim light, no difference?
64. What is the origin and nature of loss-  
a) hereditary or acquired after birth  
(adventitious) b) progressive or nonprogressive?
41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
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58. \_\_\_\_\_
59. \_\_\_\_\_
60. \_\_\_\_\_
61. \_\_\_\_\_
62. \_\_\_\_\_
63. \_\_\_\_\_
64. \_\_\_\_\_



MAXFIELD-BUCHHOLZ SCALE OF SOCIAL MATURITY  
FOR USE WITH PRESCHOOL BLIND CHILDREN

Name \_\_\_\_\_

Birthdate \_\_\_\_\_

Address \_\_\_\_\_

Informant \_\_\_\_\_

Recorder \_\_\_\_\_

Relationship \_\_\_\_\_

For What Agency \_\_\_\_\_

Visual Information \_\_\_\_\_

Cause \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Degree of vision (none or light perception, apparently useful,  
partially-seeing) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Prognosis (probable or certain) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other Information (such as relevant birth data, additional handicaps)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Scoring:	Year Level	Items Passed	SA Values
	0 - I	_____	_____
	I - II	_____	_____
	II - III	_____	_____
	III - IV	_____	_____
	IV - V	_____	_____
	V - VI	_____	_____

Total SA \_\_\_\_\_

CA \_\_\_\_\_

Notes (also see last page) SQ \_\_\_\_\_

\* Don't write off using this particular scale because of age.



Item

- 1/G Balances head \_\_\_\_\_
- 2/G Grasps and holds small object which comes in contact with his hand \_\_\_\_\_
- 3/S Responds to a familiar person \_\_\_\_\_
- 4/G Attempts to regain lost object \_\_\_\_\_
- 5/G Rolls over \_\_\_\_\_
- 6/O Bangs, shakes, feels, or otherwise plays with object for a few minutes \_\_\_\_\_
- 7/G Reaches for nearby objects \_\_\_\_\_
- 8/G Releases object with contact \_\_\_\_\_
- 9/O Occupies self unattended with one or more objects for approximately fifteen minutes \_\_\_\_\_
- 10/O Shows preferences in choice of play materials \_\_\_\_\_
- 11/G Pulls self to standing position assisted by adult \_\_\_\_\_
- 12/S Demands personal attention \_\_\_\_\_
- 13/O Shows active interest in various sounds \_\_\_\_\_
- 14/G Voluntarily releases object in mid-air without touching any surface \_\_\_\_\_
- 15/C "Talks," imitates speech patterns \_\_\_\_\_
- 16/C Inhibits simple acts upon familiar command \_\_\_\_\_
- 17/G Grasps with thumb and finger \_\_\_\_\_
- 18/L Moves about on flat surface in one fashion or another \_\_\_\_\_
- 19/G Sits unsupported for several minutes \_\_\_\_\_
- 20/O Shows active curiosity about objects in environment \_\_\_\_\_



Item

- 21/D Cooperates in dressing \_\_\_\_\_
- 22/C Makes positive response to simple command or request \_\_\_\_\_
- 23/E Drinks from cup or glass which is held for him \_\_\_\_\_
- 24/E Chews and swallows solid food \_\_\_\_\_
- 25/G Lowers self from standing to sitting position without assistance  
\_\_\_\_\_
- 26/G Pulls self to standing position \_\_\_\_\_
- 27/L Walks sideways when holding to pen or furniture \_\_\_\_\_
- 28/E Drinks from cup or glass, definitely attempting to hold it  
\_\_\_\_\_
- 29/G Responds to music, making general body response to rhythm; may hum or sing \_\_\_\_\_
- 30/O Shows definite interest in working movable parts of objects  
\_\_\_\_\_
- 31/L Walks with slight physical support \_\_\_\_\_
- 32/C Says two or more words which have definite meaning for him \_\_\_\_\_
- 33/G Overcomes simple obstacles in the course of moving about \_\_\_\_\_
- 34/S Takes part in parallel play with other children \_\_\_\_\_
- 35/L Stands alone \_\_\_\_\_
- 36/G Uses intermediary object as implement \_\_\_\_\_
- 37/C Indicates needs or desires \_\_\_\_\_
- 38/E Drinks from cup or glass, holding it himself \_\_\_\_\_
- 39/E Shows definite attempt to feed self with spoon \_\_\_\_\_
- 40/D Pulls off shoes when unfastened and not too tight, and then socks, as an act of undressing \_\_\_\_\_



Item

- 41/L Walks without assistance for short period of time \_\_\_\_\_
- 42/O Touches and feels object of various textures in exploratory fashion \_\_\_\_\_
- 43/L Walks about house or yard freely, with only occasional use of objects as guides \_\_\_\_\_
- 44/C Uses names of familiar objects \_\_\_\_\_
- 45/G Fetches or carries familiar objects from a person in one room to a person in another familiar room on request \_\_\_\_\_
- 46/O Shows evidence of planfulness in arranging objects with relation to each other \_\_\_\_\_
- 47/S Listens attentively to short, simple stories which have repetition and familiar characters \_\_\_\_\_
- 48/O Initiates own play activities by exploring and examining objects \_\_\_\_\_
- 49/G Avoids simple hazards \_\_\_\_\_
- 50/E Drinks from cup or glass and replaces it on table unassisted \_\_\_\_\_
- 51/C Talks in short sentences \_\_\_\_\_
- 52/D Removes coat or simple garment \_\_\_\_\_
- 53/D Makes definite effort to pull up or push down unfastened panties as an act of undressing or when going to the toilet \_\_\_\_\_
- 54/G Uses basket or other receptacle for carrying small objects from one place to another \_\_\_\_\_
- 55/L Walks upstairs without physical help \_\_\_\_\_

- 56/L Walks upstairs unaccompanied. May hold rail \_\_\_\_\_
- 57/E Eats with spoon, without help although with moderate spilling \_\_\_\_\_

8



Item

- 58/G Asks to go to toilet \_\_\_\_\_
- 59/O Carries out constructive activity \_\_\_\_\_
- 60/D Puts on coat or simple garment \_\_\_\_\_
- 61/C Relates experiences \_\_\_\_\_
- 62/O Helps at little household tasks \_\_\_\_\_
- 63/D Dries own hands acceptably \_\_\_\_\_
- 64/C Uses pronouns "I," "me," and "you," with some understanding \_\_\_\_\_
- 65/L Jumps with both feet from low box or bottom step \_\_\_\_\_
- 66/C Uses past tense and plural forms correctly \_\_\_\_\_
- 67/L Walks downstairs one step per tread without help, placing alternate feet on successive steps \_\_\_\_\_
- 68/D Washes hands unassisted \_\_\_\_\_
- 69/S Plays cooperatively at preschool level \_\_\_\_\_
- 70/S Enjoys nonsense rhymes and the humorous phase of stories. May create stories with silly language \_\_\_\_\_

## IV-V

- 71/S Takes active part in dramatic play \_\_\_\_\_
- 72/S Separates from parent or other familiar person with little or no fussing \_\_\_\_\_
- 73/G Cares for self at toilet \_\_\_\_\_
- 74/E Eats with fork with only moderate spilling \_\_\_\_\_
- 75/D Puts on coat or simple garment unassisted \_\_\_\_\_
- 76/D Washes face unaided \_\_\_\_\_
- 77/S Adjusts readily to group situation involving some conformity to rules \_\_\_\_\_



Item

- 78/L Goes about immediate neighborhood freely \_\_\_\_\_
- 79/O Uses sled, wagon, skates or tricycle \_\_\_\_\_
- 80/O Makes forms with some approximation to that of the intended object \_\_\_\_\_
- 81/C Asks questions about meanings of words, how things work, and what they are for \_\_\_\_\_
- 82/S Is spurred on in various activities by competition of other children of approximately the same age and group \_\_\_\_\_
- 83/C Tells a long, familiar story \_\_\_\_\_
- 84/D Unbuttons front and side buttons if not too small \_\_\_\_\_
- 85/O Carries out extended projects, involving physical activity, which continue from one day to the next \_\_\_\_\_

## V-VI

- 86/G Tells with reasonable accuracy whether it is morning, afternoon or evening \_\_\_\_\_
- 87/D Brushes teeth with only general supervision \_\_\_\_\_
- 88/D Dresses self except for tying bowknots \_\_\_\_\_
- 89/D Buttons fairly large front and side buttons \_\_\_\_\_
- 90/G Skips, or hops on one foot \_\_\_\_\_
- 91/D Hangs up clothes as part of dressing or undressing \_\_\_\_\_
- 92/D Brushes and combs hair independently \_\_\_\_\_
- 93/E Uses knife for cutting and spreading soft foods \_\_\_\_\_
- 94/G Ties simple bowknots which remain tied \_\_\_\_\_
- 95/G Usually differentiates between "pretending" and actual fact \_\_\_\_\_



Page 7

Directions for scoring and Scoring Standards for Individual Items are in the Manual.

Order from:

Maxfield-Buchholz Scale of Social Competence

American Foundation for the Blind  
15 West 16th Street  
New York, New York 10011



Fifty Assessment Instruments Commonly Used With  
Blind and Partially Seeing Individuals

Rose-Marie Swallow, Ed.D.  
California State University, Los Angeles  
1979

Assessment of blind and partially seeing individuals often poses problems to school personnel. Major concerns appear to center around the following notions:

1. Visual loss compounds the assessment process because of the known interrelationships of sensory, motor, cognitive and emotional factors;
2. The multiplicity of physical and environmental conditions may contribute systematically to the functional delay of the child;
3. The performance of the student on a standardized assessment instrument may not be a valid indication of skills and abilities;
4. Modifications of formal testing procedures generally are considered to generate unreliable results.

These concerns are all valid. The use of norms developed for the sighted cannot be a valid estimate of the visually impaired learning potential. Although test results often are used to predict the child's ability to function in a sighted classroom, this practice may be extremely hazardous. [Criterion-referenced tests are generally more reliable than norm-referenced tests in the educational setting.]

As advocates of nondiscriminatory testing and fair assessment practices, the teacher needs to realize that the effects of test modifications for the VI population are for the most part unstudied, therefore, unsubstantiated. In addition, the student's performance on a standardized instrument may not be a reflection of intellectual or developmental status, but rather an indication of sensory intactness or motor coordination, perceptual and cognitive organization, or familiarity with the demands of the task. Often test items are based upon visual learning and/or visual representation, therefore they may not be appropriate for the VI student. Pictorial or graphical details may be lost for a low-vision student or totally inappropriate in tactile form for a braille reader. If a test requires cross-referencing skills (e.g. column matching, visual-motor tasks, etc.), it may not be possible for a student to visually search and focus quickly. Even tests published by API are cumbersome for braille readers to manage. Multiple choice items often may be difficult for the braille reader to control and then record the required responses.

Modifications of testing procedures require changing the stimulus items and/or the response modes. [Stimulus modifications include: substituting concrete objects for symbolic pictures or words; enlarging pictures; transcribing into braille or large print; using the CCR; or orally reading the items to the student. Response modifications include: presenting items in a multiple choice or yes/no manner; allowing gesturing or pointing; responding orally; typing or brailing answers; and lengthening the time permitted. The general rule for increasing time allotments is one-and-a-half times for large print readers and twice the time for braille readers. Obviously, any change invalidates the results of a formal assessment instrument. This really does not matter because most likely blind and partially seeing students were not part of the original norming population, so the instrument was not valid in the first place; but the results do indicate how the student functions under specific conditions which are defined by the test giver. Often the necessary testing modifications are how the child best operates in the classroom with the learning activities or materials.]

After a VH student has been evaluated by the appropriate school personnel a staffing conference occurs. It is necessary that the evaluation report be carefully constructed. There are three types of statements which will be made during the conference: factual, Inferential and Judgmental. Factual statements are informational and verifiable. These are usually the results of formal and informal assessment. The information must include all types of test modifications. For example, "Patrick's performance on the braille edition of "such-and-such" a test was grade level 9.3. He was allowed twice the allotted time. The entire test was completed in two sessions. Under those circumstances his performance level appears to be ninth grade, third month." Wordling must be clear, exact and precise. Behavior is reported in objective, observable terms - what the child did under these conditions at that moment in time. Because children's performances may or may not be consistent with classroom observations, the teacher can then infer as to the apparent validity of the results. For example, "This is consistent with his performance level in the classroom." The inference is an interpretation of the factual data. Or it may be a statement made about the unknown on the basis of what is known. "Mary's slow reading speed (72 wpm on the \_\_\_\_\_ test) may be caused by a decrease in visual span because of the need for 10-point type." Since there may be many other factors involved in slow reading, this is an Inferential statement. Her assessed reading speed - 72 wpm - is an factual statement; while the reasons are inferential. Therefore, I recommend in addition to continued reading instruction that she begin a listening skills program in order to better comprehend taped materials which will be increasingly utilized during high school." Is a Judgmental statement. A Judgment is a statement about an action to be taken. The interaction of these three types of statements form a sound basis for developing an appropriate instructional plan.

The majority of the instruments presented within this handout have been standardized and are commercially available. Some have been standardized on blind individuals. [Several are available in large type (LT) or braille (BR). All assessment instruments which have been transcribed and also reported to APH, appeared in the Central Catalog (CC). These instruments are so indicated in the handout by citing the Tenth Edition's Central Catalog (APH, 1978) page number. Those instruments constructed for VH students may be available from other sources, e.g., AFB. This information is also included. Many excellent tests are available for use with blind and partially seeing individuals.] This particular selection was limited to fifty assessment tools which are useful or are representative and comprehensive of tests used in the field today.

Working with visually handicapped children, the teacher's interest is far less about predicting whether a student is achieving success in relation to his age-mates, but rather the reason centers around determining what curricular activities and strategies match the unique needs of the child. The VI teacher is probably in the best position to assess the educational needs and problems of the student, because the teacher is in the most desirable situation to observe the entire range of student skills and abilities. The VI teacher is also the one person who is familiar with the unique needs of the blind or partially seeing student. The student should be assessed only in those areas which are educationally relevant. If the data is not intended to be used within the learning environment, then valuable teaching time should not be wasted by generating non-significant information. [The teaching information generated from diagnostic inventories are often more valuable than performance results.] No matter on what level the student is operating, the teacher still needs to know which skills he/she has and specifically what needs to be learned. [Diagnostic test and informal checklists usually have proven more helpful for developing the instructional program.]

It is my personal belief that many of these instruments can be helpful when selected carefully with a specified purpose in mind -- particularly the diagnostic tests. The VI teacher today needs to compile as assessment file composed of both formal and informal instruments. Competent psychoeducational assessment utilizes both formal and informal procedures. Although teachers are quite capable of using both formal and informal assessment procedures, there is an increase in use of educationally oriented informal tests. Also, the VI teacher should be aware of acceptable assessment procedures, methods and practices even though there is current disenchanted with standardized testing. Generally it falls upon the vision teacher to advise other school personnel as to the availability and sources of appropriate assessment instruments. It is the teacher who has the pertinent facts and information necessary to develop an appropriate education plan designed to meet the unique needs of the student.

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- Swallow, R., Mangold, S., and Mangold, P. AFB Practice Report: Informal Assessment of Developmental Skills for Visually Handicapped Students. New York: American Foundation for the Blind, 1978.
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## TESTS

## AGE/GRADE

## DESCRIPTION

## PUBLISHER

Blind Learning Aptitude Test (BLAT)  
(Newland, 1969)  
developed for blind individuals.

6 - 12 years  
0:40-1:00

This test consists of a series of embossed items assessing the learning capabilities of blind students in generalization, discrimination, sequencing, analogies, and pattern or matrix completion.

UIP

Boethin Test of Basic Concepts (1970) and the Tactile Test of Basic Concepts  
TTBC - APH #1-0883  
developed for blind children

grades K - 2  
0:30-0:40  
for each of two booklets  
(TTBC)  
0:30-0:50  
for TTBC

These criterion referenced tests consist of 50 pictorial or tactile items assessing the child's spatial, temporal, qualitative and miscellaneous concepts. The TTBC assesses the same concepts as the BTBC and was developed under careful study at APH. The TTBC is Form A of the Boethin.

PSY

Interim Hayes-Blinet  
(Hayes, 1942)  
developed for blind individuals

3 - 21 years  
0:30-1:30

This scale combines verbal items from Form L and M of the Stanford-Blinet. Some of the items appear to be out dated, since it was developed for blind children many years ago.

PSB

Perkins-Blinet (Davis, 1960)  
developed for blind and low vision children

5 - 16 years  
0:45-1:15

This test is a further modification of previous Blinet type tests. Norms have been developed for VI students. Form U is for children with useable vision and Form N is for children without vision.

PSB

Stanford-Ohioakl-Kohs Block Design Intelligence Test for the

16 years +  
0:40-1:20

This non-verbal performance test assesses the persons ability to reproduce tactile designs using blocks covered with various textures. The test can be quite fatiguing. Problem solving and task approach

WPS

Wechsler Intelligence Scale for Children (Revised) (1974)

5 - 15 years  
0:40-1:00

The WISC-R incorporates the original WISC plus a revision of approximately 30 percent. The individually administered test includes 12 subtests, of which the verbal subtests are administered to the blind.

PSY

## TESTS

## AGE/GRADE

## DESCRIPTION

## PUBLISHER

TESTS	TIME	DESCRIPTION	PUBLISHER
<u>California Achievement Tests</u> <u>Skills</u> (Fliegs and Clark, 1977) ER LT CC, p. 152	grades 1 - adult 1:05-1:15	This test consists of one form which measures five different levels. It yields 11-12 scores. CAT measures reading, mathematics and language including auding (level I).	CTB/R-H
<u>Iowa Test of Basic Skills</u> (Linquist & Hieronymus, 1971-72) BR LT CC, p. 599-600	grades 1 - 9 varies	An achievement test which measures a student's academic skills. This test battery yields grade equivalents which are not readily analyzed as to error type. This test has been widely used with academic VI students.	HBJ
<u>Peabody Individual Achievement Test - PIAT</u> (Bunn and Markwardt, 1970)	grades K - adult 0:30-0:45	This test evaluates reading recognition, reading comprehension, spelling, mathematics, and general information. Test is not timed - test of power.	AGS
<u>Stanford Achievement Test</u> (1972) ER LT CC, p. 1122	grades 1 - 9 0:35-1:35 per subject area	This test battery measures the student's ability in academic skills. These are various subject matter tests at the primary, intermediate and advanced levels. Primary I battery is not available in braille because of the large amount of picture content, although it is available from another source (refer to Central Catalog, ASH)	HBJ
<u>Sequential Tests of Educational Progress, Series 2 (1969)</u> BR LT CC, p. 1056	grades 4 - adult varies	These tests measure various academic skill areas. The reading and listening subtests are often used with VI students to measure many of the components skills of visual, tactal and aural reading.	ETS
<u>Wide Range Achievement Test (Revised Edition)</u> (Jastak and Jastak, 1965) ER LT CC, p. 1265	grades 5 - adult 0:20-0:40	This instrument evaluates reading, spelling, and arithmetic skills. It is a good test to screen for further diagnostic assessment.	GA

C. READING

TESTS	AGE/GRADE	TIME	DESCRIPTION	PUBLISHER
<u>Gotel Reading Inventory</u> (Gotel, 1962)	grades 1-adult	0:35-0:55	This inventory measures word recognition, word opposites, phonics, and spelling placement. It determines instructional, frustrational, and free reading levels & can be used for listening.	FOL
<u>Diagnostic Reading Scales</u> (Revised Edition) (Spache, 1972)	grades 1-adult	0:20-0:30	These individually administered test identify reading deficiencies. They can be used with normal readers at the elementary level, and with retarded readers at the junior and senior high levels. The scales consist of three word-recognition lists, two reading passages, and eight supplementary phonics scores.	CTB/M-H
<u>Durrell Analysis of Reading Difficulty</u> (Durrell, 1955)	grades 1-6	0:30-1:30	This test consists of 13 subjects: oral reading, silent reading, listening comprehension, word recognition and word analysis, naming letters, identifying letters, visual memory of words, hearing sounds in words, learning to hear sounds in words, learning rate, phonic spelling of words, spelling and handwriting. It should be used with less severe cases.	HBJ
<u>Gates-MacGinitie Reading Tests</u> (1964)	grades 1-9	0:40-1:00	These tests consist of six different levels: primary A (grade 1); primary B (grade 2); and primary C (grade 3). These levels measure both vocabulary and comprehension. Primary CS (grades 2-3) measures speed and accuracy. Survey D (grades 4-6) measures speed and accuracy, vocabulary, and comprehension. Survey E covers the same categories for grades 7-9.	TC
<u>Gates-McKillop Reading Diagnostic Tests</u> (1962)	grades 2-6	untimed	This battery evaluates oral reading, word perception, phrase perception, blending word parts, giving letter sounds, naming letters, recognizing visual form of sounds, auditory blending, spelling, oral vocabulary, syllabication, and auditory discrimination. Form I is available in braille.	TC
BR LT CC, p. 444				

C. READING

## TESTS

## DESCRIPTION

## PUBLISHER

TESTS	AGE/GRADE	TIME	
<u>Gillmore Oral Reading Test</u> (1968) BR LT CC, p. 457	grades 1-8	0:15-0:20	

This individually administered test consists of 10 paragraphs measuring comprehension, speed, and accuracy. It records pupil errors in: substitutions, mispronunciation, insertions, and omissions. The reading booklet is in LT. HBJ

TESTS	AGE/GRADE	TIME	
<u>McCullough Word-Analysis Tests</u> (1962) LT CC, p. 732	grades 4-8	1:10	

These tests yield 10 scores: Initial blends and diagraphs, phonetic discrimination, matching letters to vowel sounds, sounding whole words, interpreting phonetic symbols, phonetic analysis, dividing words into syllables, root words in affixed forms, structural analysis, and a total score. It should be administered in seven sessions. LT is for sale from Connecticut Braille Association.

TESTS	AGE/GRADE	TIME	
<u>Roswell-Chall Diagnostic Reading Test of Word Analysis Skills</u> (1959)	grades 2-6	0:05-0:10	

This instrument evaluates the knowledge of letter sounds and their combinations into words, and the ability to apply phonic rules. ESP

TESTS	AGE/GRADE	TIME	
<u>Stanford Diagnostic Reading Test</u> (1924) BR LT CC, p. 1124	grades 2-8	1:50-2:00	

This test identifies specific strengths and weaknesses in reading comprehension, vocabulary, syllabication, beginning and ending sounds, auditory skills, various aspects of phonetic analysis, and rate of reading. It should be administered in three sessions. HBJ

TESTS	AGE/GRADE	TIME	
<u>Woodcock Reading Mastery Tests</u> (1974)	grades K-12	0:30-0:40	

This test battery includes five individual tests, which yield separate scores as well as a total score. It is comprised of letter identification, word identification, word attack, word comprehension, and passage comprehension. The tests are criterion-referenced. The test materials are suitable for children with limited vision. AGS

## D. MATHEMATICS

### TESTS

### AGE/GRADE

### TIME

### DESCRIPTION

### PUBLISHER

Brueckner Diagnostic  
Tests for Self-Helps  
in Arithmetic (1965)

grades 3-8  
varies

The tests consist of four screening tests and a series of 23 diagnostic tests and self-helps.

Norms are not provided. The tests determine which arithmetic processes have to be mastered, and which skills need strengthening.

Key Math Diagnostic  
Arithmetic Test  
(Connolly, et.al.,  
1971)

JK  
CC, p. 619

preschool -  
grade 6  
0:30-0:40

This individually administered test provides a diagnostic assessment of skill in mathematics. It contains 14 subtests organized into three major areas: content (numeration, fractions, geometry, and symbols); operations (addition, subtraction, multiplication, division, mental computation, and numerical reasoning); and applications (word problems, missing elements, money measurement, and time).

Stanford Diagnostic  
Arithmetic Test  
(Beatty, et. al, 1966)

grades 2-8  
unlined  
(use selected  
subtests)

Level I assesses concepts of numbers and numerals, computation and number facts for grades 2.5-4.5. Level II, grades 4.5-8.5, consists of 12 subtests which are divided into five areas. SDAT is intended to aid in diagnosis, evaluation and planning.

AGS

CTB

## E. SPELLING

### PUBLISHER

### DESCRIPTION

TESTS	AGE/GRADE	TIME	DESCRIPTION
Gates-Russell Spelling Diagnostic Tests (1937) <sup>2</sup>	grades 2-6	untimed	These tests include nine separate scores: oral spelling, word pronunciation, letter for letter sounds, spelling one syllable, spelling two syllables, reversals, spelling attack skills, auditory discrimination, and combined visual, auditory, and kinesthetic study methods. Good for observing spelling difficulty but some subparts are questionable.
Peabody Individual Achievement Test (Dunn & Markwardt, 1970)	grades K-12	0:15-0:20	This subtest of the PIAT assesses proofreading ability of single words. The student indicates which word appears to be spelled correctly. (PIAT is also listed under Achievement.)
Test of Written Spelling (Larsen & Hammill, 1976)	grades 1-8	untimed	This test assesses dictated spelling of words which were employed in 10 commonly used basic spelling series. It tests the ability to spell linguistically consistent or inconsistent words.

## TESTS

## AGE/GRADE

## TIME

## DESCRIPTION

## PUBLISHER

F. LANGUAGE

Houston Test for Language Development  
(Crabtree, 1963)

6 mos. -  
6 years

untimed

Illinois Test of Psycho-Linguistic Abilities (Revised Edition) (Kirk, et. al., 1968)

grades 2 - 6  
0:45-1:00

The Northwestern Syntax Screening Test  
(Lee, 1969)

3 - 7 years  
0:10-0:15

Peabody Picture Vocabulary Test (Bunn, 1959)

2 years -  
adult

0:15-0:25

Utah Test of Language Development (Mecham, et. al., 1967)

1.6 - 14.5  
years  
minutes per  
section

Utah Test of Language Development (Mecham, et. al., 1967)

0:30-0:45  
minutes per  
section

Part I is a checklist to which the teacher or the parent responds. Part II measures syntactical complexity, intonation, vocabulary, comprehension and self-identity.

This test measures auditory decoding, visual decoding, auditory-vocal association, vocal encoding, automatic-sequential ability, auditory-vocal automatic ability, visual-motor association, visual-motor sequencing ability, and visual, auditory, and grammatic closure. It also evaluates auditory subtests are useful with VII students in order to develop portions of a listening skills program.

This instrument assesses syntactic development by presenting sentence pairs. It provides measures of receptive and expressive syntactic forms and identifies children who need further testing in this area. Syntactical development is important to listening comprehension and reading.

This individually administered wide-range picture vocabulary test utilizes a graduated series of 150 plates, each containing four pictures. It requires no reading. Pictures have been successfully enlarged for low vision students. It tests verbal intelligence.

This developmental approach assesses language ability in both normal and handicapped school-age children. It also assesses concepts of colors, money, numbers and decoding written words. It is an extension of the Vineland Social Maturity Scale and is most useful with preschoolers.

11P  
UPI  
NMU

CRA  
AGS

## G. LISTENING/AUDITING

### TESTS

### AGE/GRADE

### TIME

### DESCRIPTION

PUBLISHER

Auditory Discrimination Test (Weprin, 1958) preschool - adult 0:05-0:10 This test evaluates the ability to hear fine differences between phonemes. It consists of two forms. No adaptations are required for VII students.

Brown-Carlsén Listening Comprehension Test grades 9 - adult untimed This test measures the ability to comprehend spoken language in a speaker-audience situation. The 76 items cover immediate recall, following directions, recognizing transitions and word meanings. The teacher reads the entire examination aloud while students respond to oral questions and directions. No adaptations are required for VII learners.

Carrow Elicited Language Inventory (CELI) (1974) 3 - 8 years 0:35-0:50 This Linguistic test measures a child's morphological and syntactical control of language. The teacher reads a series of sentences and asks the child to imitate exactly what was heard. Tapes recorded responses are transcribed and analyzed. This type of test can be used with the young VII child to measure language development. Control of language precedes auditory comprehension. For children with vision a better test may be Test of Auditory Comprehension of Language (Carroll, 1973).

Burrell Listening-Reading Series adopted by AEP 1:10-1:20 (2 sessions) This instrument consists of a reading test and a RBJ parallel listening test that measures understanding of the spoken word. It identifies reading disabilities and measures the degree of reading retardation compared to aural reading. Good for determining listening.

## TESTS

## AGE/GRADE

## TIME

## DESCRIPTION

## PUBLISHER

The Body Image of Blind Children (Cratty and Sans) developed for blind individuals

5 - 15 years 0:30-1:15

This screening test, with percentage norms for the blind, assesses body planes, body parts, body movements, laterality, and directionality. Body parts and laterality were found to be highly predictive.

AFB

Developmental Test of Visual-Motor Integration (Berry-Buktenica, 1967)

2 - 15 years 0:10-0:15

This test requires subjects to reproduce 24 various lines, shapes, and geometric forms. It includes a form-copying manual that discusses the development of visual-motor integration. The test also provides for males and females differences. It is not appropriate for totally blind children, but can be used without adaptations with low-vision students. Good reliability.

Developmental Test of Visual-Perception (Frostig, et.al., 1964)

4 - 8 years 0:30-0:40

This test detects problems in spatial relations and visual-motor integration. It can give additional information concerning use of vision. The subtests include: eye-motor coordination, figure ground, shape constancy, position in space and spatial relationships.

Lincoln-Oseretsky Motor Development Scale (Sloan, 1954)

6 - 14 years 0:30-1:00

This revision of the Oseretsky Tests of Motor Proficiency includes many items that deal with eye-hand coordination. Other items measure gross, unilateral and bilateral motor tasks, and finger dexterity. This test is useful for developing an adaptive P.E. program for primary VII students. Great overlapping of skills.

Motor-Free Visual Perception Test (Colarusso & Hammill, 1972)

4 - 8 years 0:08-0:10

This test, standardized on motorically impaired and physically handicapped children, measures visual-perceptual abilities without involving motor components. Acceptable test-retest reliability. Child identifies geometric and letter-like forms.

ATP CHS

## H. PERCEPTUAL-MOTOR (Cont'd)

PUGLISI-FR

DESCRIPTION

TESTS

TIME

AGE/GRADE

<u>Purdue Perceptual-Motor Survey (PPMS)</u> (Roach and Kephart, 1966)	6 - 10 years	0:20-0:45	This test evaluates balance and posture, body image and differentiation, perceptual-motor match, ocular control, and form perception. It yields 22 scores which may be useful when developing a perceptual-motor program for Young VII students. Refer to Cheney and Kephart, 1968.	CFH AFH
<u>The Roughness Discrimination Test (APH, 1965)</u> APH Catalog #1-0352 Developed for blind beginning readers	Primary grades	0:20-0:45	This test assesses the primary child's ability to tactually discriminate 2-inch squares of sandpaper. On each card, three squares of equal grit are mounted while the fourth square varies in grit. The child indicates which is different. The RDT is a good predictor of reading readiness as reported by APH. Also found useful are the tactile discrimination worksheets (with).	AFH
<u>Visual Efficiency Scale</u> (Baraga, 1970)	6 - 14 years	0:30-0:50	This scale assesses levels of visual functioning using geometric form and shapes, letters and words. The items are sequenced in size by decreasing smaller and in clarity by becoming less visible. The purpose is to determine the child's degree of visual efficiency.	AFH

## TESTS

## AGE/GRADE

## TIME

## DESCRIPTION

## PUBLISHER

Denver Developmental Screening Test  
(Brumkeburg and Dodds,  
1970)

This standardized test detects children with serious developmental delays. It covers four functions: gross-motor, language, fine-motor-adaptive, and personal-social. The Denver has been successfully used with visually handicapped children to indicate developmental progress. (Not recommended for the totally blind)

The Oregon Project for Visually Impaired and Blind Preschool Children (Brown, et. al., 1979)

birth-6 years varies

This skills inventory is a compilation of 6 developmental checklists covering cognitive, language, gross motor, fine motor, self help and socialization behaviors. The inventory is completed by the teacher based upon observation of the child. Items which are not appropriate for totally blind are so indicated. The checklists are based upon normal development.

Mulfield-Buchholz Social Maturity Scale for Blind Pre-School Children (AFB, 1957)

birth-3 years 0:20-0:30

This scale was developed for use with blind infants and preschools. It was adapted from Vineland and standardized on preschool blind children. It yields a valid assessment of developmental skills obtained through personal observation in the home setting and supplemented by parent interview.

developed for the blind child.

Project Vision-Up  
developed for visually impaired children

birth-3 years varies

The teacher assesses developmental behaviors through card sorting. This assesses a child's current functioning. A curriculum kit is also available. The assessment cards and curriculum activity cards are currently being used with many preschool visually impaired, severely retarded and multi-handicapped children.

LPP  
AFB

J. CAREER EDUCATION

PUBLISHER

TESTSAGE/GRADETESTSTIMETESTSDESCRIPTION

General Aptitude Test  
Battery (U.S. Dept.  
of Labor, 1970)  
LT CC, p. 445

This test battery measures nine aptitudes which includes intelligence, verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. School rehabilitation counselors have successfully used this battery with VII secondary students. Needs updating.

Kuder General Interest  
Survey (1963)  
LT CC, p. 624

grades 9-10      1:00-1:30

grades 6-adult      0:45-1:00

This revision and downward extension of the Kuder Preference Record--Vocational yields 11 scores: outcome, mechanical, construction, scientific, persuasive, artistic, literary, musical, social service, clerical, and vocational. The Kuder has been widely accepted by counselors working with blind individuals. Howe Press makes a raised dot answer sheet for this test.

Strong Vocational Interest  
Blank (Strong, 1961, 1966)  
GR CC, p. 1137

grades 16-adult      0:30-0:50

This measure of interest has been widely accepted by psychologists working with visually handicapped adolescents and adults. The manual for directions is available on tape from RFB. Caution needs to be exercised in the interpretation of results (also true for the two previously listed instruments).

SUP

PUBLISHERS

AFB	American Foundation for the Blind, Inc.	Emp	Empiric Press Austin, Texas
AGS	American Guidance Service, Inc.	Esp	Essay Press P. O. Box 5 Planatarium Station New York, New York 10024
APR	American Printing House for the Blind, Inc.	FOL	Follett Educational Corporation P. O. Box 5705 Chicago, Illinois 60630
ATP	Academic Therapy Publications	GA	Guidance Associates 1526 Gilpin Avenue Wilmington, Delaware 19806
CER	Charles E. Merrill Publishing Company	GPO	Government Printing Office Washington, D. C. 20202
CHS	C. H. Stoeltzing Company	HBJ	Harcourt Brace Jovanovich, Inc. 757 Third Avenue New York, New York 10017
CRA	Communication Research Associates	HIP	Houston Press
CTB	CTB/McGraw-Hill	LC	Learning Concepts 2501 North Lamar Austin, Texas 78705
	Western United States (main office)	LPP	Ladoca Project and Publishing Foundation, Inc. East 51st Avenue and Lincoln Denver, Colorado 80215
ETS	Educational Testing Service		
	Princeton, New Jersey 08540		

PUBLISHERS (Continued)

NWU	Northwestern University Department of Communicative Disorders Evanston, Illinois 60201	UIP	University of Illinois Press Urbana, Illinois 61801
OP	Oregon Project - Will Jackson County Education Services Medford, Oregon	WPS	Western Psychological Services P. O. Box 775 Beverly Hills, California 90213
PSB	Perkins School for the Blind 175 W. Beacon Watertown, Massachusetts 02172		
PRI	Personnel Research Institute Case Western Reserve University Cleveland, Ohio 44106		
PSY	The Psychological Corporation 330 East 45th Street New York, New York 10017		
PVU	Project Vision-Up Boise, Idaho		
SRA	Scholastic Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611		
SUP	Stanford University Press Stanford University Palo Alto, California		
TC	Teachers College Press Teachers College Columbia University New York, New York 10027		



To determine basic level and best field of visual functioning.  
This may be helpful to child's N.D./O.D.

Date

(mo./yr.)

Test

Purpose/Implications

Procedure

Evaluator  
Description (Note: Reaction OD, OS, OU  
Size of light/obj. Illumination)

Pupilary Response	<ul style="list-style-type: none"> <li>*If there is a pupillary response, there is <u>some</u> visual functioning.</li> <li>*NOTE: Not necessary to test child who functions visually. If child who is not showing any other response to vision has a pupillary response, there is a basis for beginning vision stimulation.</li> </ul>	<ul style="list-style-type: none"> <li>*Room should be moderate to dim light.</li> <li>*Direct penlight at about 12" (30cm) into child's eye.</li> <li>*Observe pupils.</li> <li>*Dilate/constrict/fixed hippus??</li> <li>*If no response, move child to dark room.</li> <li>*Repeat test.</li> </ul>
Muscle Balance	<ul style="list-style-type: none"> <li>*Test to screen for a "tropia" (actual deviation as opposed to a tendency to deviate.) Esotropia/Exotropia/Hypertropia/Hypotropia.</li> <li>*Only purpose for testing is to determine-if there is a tropia-which eye is being used. (Muscle Balance II).</li> </ul>	<ul style="list-style-type: none"> <li>*Direct penlight at 1-2 feet from child's eyes.</li> <li>(*Note where light reflected. Equal? Off balance?)</li> <li>*If off balanced, continue with "Muscle Balance II".</li> <li>*If equal, not necessary to give "Muscle Balance II".</li> </ul>
Muscle Balance II	<ul style="list-style-type: none"> <li>*To determine which eye is being used.</li> <li>*If off balance, one eye is being suppressed and one eye is being used.</li> <li>*Child often can use each eye separately with 20/20 acuity but does not have binocular vision.</li> </ul>	<ul style="list-style-type: none"> <li>*Direct penlight at 1-2' from eyes while occluding one eye.</li> <li>*Quickly uncover eye. If eye that was focusing (not occluded) moves, then occluded eye is preferred eye.</li> </ul>

*Virginia Commission for the Visually Handicapped*

**RICHMOND, VIRGINIA**  
MS. ELLEN J. BERNSTEIN  
INFANT-PRESCHOOL SPECIALIST

Date  
(mo./yr.)

Test

Purpose/Implications

Procedure

Description (Note: Reaction OD, OS, OU.  
Size of light/obj. Illumination)

**Muscle Balance II  
(Continued)**

\*If young child resists having one eye covered and does not object to other eye being covered, s/he probably has amblyopic eye.

\*Note: Not present in blind or severely visually impaired... child must have enough vision present to realize object is coming toward him/her.

\*May indicate vision in child who does not easily demonstrate useful vision.

\*Check by occluding opposite eye (this time focusing eye should not move-if it is preferred eye.)

\*With fingers open, bring hand toward child's face. (Keeping fingers open helps avoid response to wind).

\*Child will blink if s/he "sees" something coming at his/her face.

**Aberrant Visual Behaviors**

\*May be only indication of visual behavior.

\*Observe child for light gazing, finger flicking, etc.

**Central Field Loss**

\*To determine if present.  
\*If present, there is decreased acuity!

\*Nystagmus in a child correlates highly with central scotoma.

\*Observe child...eccentric viewing? (If reading or focusing, does child turn head slightly to side?)

\*If so, s/he may be turning to avoid central loss.

\*Direct penlight in one eye at a time.

\*Have child look at light.

\*Observe corneal reflex... if off center, there may be central loss.

*Virginia Commission for the Visually Handicapped*

FUNCTIONAL VISION EVALUATION

for  
INFANTS AND MULTIHANDICAPPED

RICHMOND, VIRGINIA  
MS. ELLEN J. BERNSTEIN  
INFANT-PRESCHOOL SPECIALIST

To determine to what extent child is using his/her vision

Date (mo./yr.)	Test .	Procedure	Description (Note: size of light/object, distance, illumination)
	Tracking <i>(Smooth or Jerky.)</i>	<ul style="list-style-type: none"> <li>* Hold object (i.e., penlight, finger puppets, small brightly colored toys) at a distance within child's range of vision. When child focuses, move object in horizontal, vertical, circular, and oblique directions. (<i>devel. seqn.</i>)</li> <li>* NOTE: Child with motor impairment may need more time to respond.</li> </ul> <p>Child with motor impairment may track in jerky manner. (<i>N.B. Blanks at midline.</i>)</p>	Evaluator
	Reaching	<ul style="list-style-type: none"> <li>* Place objects around child at different distances and at different levels.</li> <li>* Note where and how child reaches for objects: direct, overreaching, underreaching.</li> </ul> <p>* NOTE: If child does not have accurate reaching is this due to vision or motor impairment.</p>	Evaluator
	Shifts Attention	<ul style="list-style-type: none"> <li>* Hold 2 objects (finger puppets ideal) 1 to 1½' apart. Keep one object stationary and move or shake the other. When child focuses, stop and shake other toy. • Switch and Repeat.</li> <li>* Observe child's ability to shift gaze from one object to another.</li> </ul>	Evaluator
	Scanning Ability	<ul style="list-style-type: none"> <li>* Place three objects in a row in child's best field of vision.</li> <li>* Observe child's ability to visually shift attention from one object to another in a row.</li> </ul> <p>* NOTE: Is child not attending because s/he is not interested in toy.</p>	Evaluator

*Virginia Committee for the Visually Handicapped*

**RICHMOND, VIRGINIA**  
MS. ELLEN J. BERNSTEIN  
INFANT-PRESCHOOL SPECIALIST

Date (mo./yr.)	Test	Purpose/Implications	Procedure	Description (Note: Reaction OD, OS, or Size of light/obl. Illumination)
	Peripheral Field Loss	<ul style="list-style-type: none"> <li>*To determine if present.</li> <li>*If present, to determine best field of vision.</li> </ul>	<ul style="list-style-type: none"> <li>*Have one person in front of child keeping child's attention focused straight ahead.</li> <li>*Another person sits behind child and brings penlight into right, then left field.</li> <li>*Person in front of child notes at what point child sees light in each field.</li> <li>*Repeat bringing light in from above and below.</li> <li>*Note: If child has motor involvement, move light slowly as his/her reaction time will be slower!</li> <li>*Note: Patching eye and checking one side at a time will give more accurate field.</li> </ul>	<ul style="list-style-type: none"> <li>*Using two penlights, sit in front of child.</li> <li>*Hold one in central area and other in another field (i.e. upper left).</li> <li>*Turn on central light.</li> <li>When child focuses, turn off and turn on other light.</li> <li>*Note whether child sees light in periphery.</li> <li>*Bring focus back to center and repeat in different field.</li> <li>*Note: Patch one eye, then the other for accurate</li> </ul>
	*Another method of determining field loss. *May pick up scotomas (blind spots).			

*Virginia Committee for the Visually Handicapped*

RICHMOND, VIRGINIA  
MS. ELLEN J. BERNSTEIN  
INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION - PART II - continued

Date (mo./yr.)	Test	Procedure	Description (Note: size of light/object, distance, illumination)
	Approach	*Using stacking cones, cylinders, puzzles, pegboards, pounding benches, beads to string, etc., observe how child approaches and accomplishes task. *Does child <u>visually</u> explore item and directly insert string <u>in</u> bead and peg in pegboard? Or does child locate hole <u>tactually</u> ? Is there overreaching or underreaching?	

Virginia Commission for the Visually Handicapped

RICHMOND, VIRGINIA

MS. ELLEN J. BEANSTEIN  
INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION

INFANTS AND MULTIHANDICAPPED

Name \_\_\_\_\_

D.O.B. \_\_\_\_\_

PART III

Evaluator \_\_\_\_\_

These items require higher cognitive functioning.  
Be aware you may be testing level of cognition  
rather than level of visual functioning.

Date (mo./yr.)	Test	Procedure	Description (Note: size of light/object, distance, illumination)
	Matching	<ul style="list-style-type: none"> <li>* Set up tasks involving matching of large objects, small objects, shapes, pictures.</li> <li>* Observe which colors or shapes child matches best.</li> </ul> <p><i>111111 Pebbles Food Labels</i></p> <p>* NOTE: Try to determine whether child's attention is directed to color or configuration.</p>	
	Causality/ Imitation	<ul style="list-style-type: none"> <li>* Scribble large circles on paper with wide felt tip pen.</li> <li>* Observe child's reaction. Note any attempts to imitate.</li> </ul> <p>* NOTE: Black on white may not be best contrast for child. Try yellow on black.</p>	
	Object Permanence <i>Look for Visual/ tactual Search</i>	<ul style="list-style-type: none"> <li>* Cover a favorite toy and observe child to see if s/he looks for it.</li> <li>* Or give child small toy to explore then help child place in can and shake. Take can from child and quickly remove toy. When you give child and quickly remove toy. When you give can back, observe to see if child looks for toy</li> </ul>	
	Object Concept	<ul style="list-style-type: none"> <li>* Use any pictures with good clear contrast. (Simple picture book or peabody language cards)</li> <li>* Observe child to see if s/he shows any recognition (i.e., <u>Identifying</u> picture, matching picture with object).</li> </ul> <p><i>10</i></p> <p>* NOTE: Be certain to note size of picture and distance from which child observes.</p>	

MS. ELLEN J. BERNSTEIN  
INFANT-PRESCHOOL SPECIALIST

FUNCTIONAL VISION EVALUATION - PART III - continued

Date (mo./yr.)	Test	Procedure	Description (Note: size of light/object, distance, illumination)
	Means-Ends	<p>*Give child continuous action toy. Push toy out of sight. Replace toy in front of child and observe to see if child <u>attempts to reactivate.</u></p> <p>*NOTE: Nerf toys do not make noise.</p> <p>*NOTE: If child looks for toy after it has gone out of sight, give credit for object permanence.</p>	

Adaption of "Functional Vision Screening for  
Severely Handicapped Children"

By Beth Langley and Rebecca Dubose



INVESTIGATION OF INDIVIDUAL EVALUATION ITEMS

In order to probe further into the individual evaluation items, use the following form. Information such as the best time of day, which type of light or object to use, illumination and the most appropriate position will aid in programming visual stimulation for the child.



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## INVESTIGATION OF INDIVIDUAL EVALUATION ITEMS

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## THE FUNCTIONAL VISION EVALUATION RECORDING FORM

ITEM	DATE	PRESENT (P) ABSENT (A)	O.D., O.S., O.U.	DISTANCE OF LIGHT/ OBJECT	TYPE & SIZE OF LIGHT OBJECT	ILLUMINATION	DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.)
1. Pupillary Response							
2. Muscle Imbalance							
3. Elink Reflex							
4. Different Visual Behaviors							
5. Eye Preference							
6. Central Fields							
7. Peripheral Fields							
8. Visual Field Preference							
9. Tracking							
10. Shifting Attention							
11. Scanning							
12. Reaching or Movement Towards Lights & Objects							



THE FUNCTIONAL VISION EVALUATION RECORDING FORM

ITEM	DATE	PRESENT (P) ABSENT (A)	O.D., O.S., O.U.	DISTANCE OF LIGHT/ OBJECT	TYPE & SIZE OF LIGHT OBJECT	ILLUMINATION	(e.g., independent, dependent, unmotivated, excited, type of movement, etc.)
1. Pubillary Response							
2. Muscle Imbalance							
3. Blink Reflex							
4. Different Visual Behaviors							
5. Eye Preference							
6. Central Fields							
7. Peripheral Fields							
8. Visual Field Preference							
9. Tracking							
10. Shifting Attention							
11. Scanning							
12. Reaching or Movement Towards Lights & Objects							



THE FUNCTIONAL VISION EVALUATION RECORDING FORM

ITEM	DATE	PRESENT (P) ABSENT (A)	O.D., O.S., O.U.	DISTANCE OF LIGHT/ OBJECT	TYPE & SIZE OF LIGHT OBJECT	ILLUMINATION	DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.)
1. Pupillary Response							
2. Muscle Imbalance							
3. Rlink Reflex							
4. Different Visual Behaviors							
5. Eye Preference							
6. Central Fields							
7. Peripheral Fields							
8. Visual Field Preference							
9. Tracking							
10. Shifting Attention							
11. Scanning							
12. Reaching or Movement Towards Lights & Objects							



THE FUNCTIONAL VISION EVALUATION RECORDING FORM

ITEM	DATE	PRESENT (P) ABSENT (A)	O.D., O.S., O.U.	DISTANCE OF LIGHT/ OBJECT	TYPE & SIZE OF LIGHT OBJECT	ILLUMINATION	DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.)
1. Pupilary Response							
2. Muscle Imbalance							
3. Blink Reflex							
4. Different Visual Behaviors							
5. Eye Preference							
6. Central Fields							
7. Peripheral Fields							
8. Visual Field Preference							
9. Tracking							
10. Shifting Attention							
11. Scanning							
12. Reaching or Movement Towards Lights & Objects							



THE FUNCTIONAL VISION EVALUATION RECORDING FORM

ITEM	DATE Response	PRESENT (P) ABSENT (A)	O.D., O.S., O.U.	DISTANCE OF LIGHT/ OBJECT	TYPE & SIZE OF LIGHT OBJECT	ILLUMINATION	DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.)
1. Pupillary Response							
2. Muscle Imbalance							
3. Blink Reflex							
4. Different Visual Behaviors							
5. Eye Preference							
6. Central Fields							
7. Peripheral Fields							
8. Visual Field Preference							
9. Tracking							
10. Shifting Attention							
11. Scanning							
12. Reaching or Movement Towards Lights & Objects							



THE FUNCTIONAL VISION EVALUATION RECORDING FORM

ITEM	DATE	PRESENT (P) ABSENT (A)	O.D., O.S., O.U.	DISTANCE OF LIGHT/ OBJECT	TYPE & SIZE OF LIGHT OBJECT	ILLUMINATION	DESCRIPTION/COMMENTS (e.g. independent, dependent, unmotivated, excited, type of movement, etc.)
1. Pupillary Response							
2. Muscle Imbalance							
3. Blink Reflex							
4. Different Visual Behaviors							
5. Eye Preference							
6. Central Fields							
7. Peripheral Fields							
8. Visual Field Preference							
9. Tracking							
10. Shifting Attention							
11. Scanning							
12. Reaching or Movement Towards Lights & Objects							







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